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## Discipline-Based Professional Teaching Standards For Teachers Of Social Studies

### I. Social Studies Content Knowledge

Social studies teachers use their subject-matter knowledge and the disciplinary thinking that is at the heart of history/social studies to plan and promote meaningful and challenging learning connected to important social studies themes. Key domains of social studies content knowledge include:

- *United States history*, including major events and the way of life in each major era from Native American peoples before exploration through the 20th century;
- *world history*, including the study of both western and nonwestern civilizations from prehistory through the 20th century;
- *government/civics/political science*, including basic political concepts and political theory, the United States Constitution, other forms of government, and international relations;
- *geography*, including the themes of geography, map skills, and the study of physical, human and regional geography;
- *economics*, including fundamental economic concepts, microeconomic and macroeconomic principles, international economics and current economic issues; and
- *behavioral sciences*, including sociology, anthropology and psychology.

### II. Knowledge of Students

Social studies teachers use information regarding students' development and interests, backgrounds, family histories and traditions to guide their practice and to develop relationships with their students in order to provide all students an opportunity to learn history/social studies.

### III. Learning Environment

Social studies teachers provide a physically, emotionally and intellectually safe environment to promote active learning, questioning and the exchange of ideas and opinions, often concerning sensitive and/or controversial issues related to history/social studies.

### IV. Social Studies Skills

Social studies teachers ensure that all students have an opportunity to develop essential social studies skills (e.g., constructing informed positions on issues, expressing their positions and justifying their positions with reasoned arguments based on history/social studies content) and know that skills and content should be learned together.

### V. Integrated Teaching and Learning

Social studies teachers engage students in learning experiences that are integrated by establishing linkages, both within the themes and disciplines of history/social studies and across other academic disciplines.

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**VI. Challenging Teaching and Learning**

Social studies teachers promote students' use of inquiry (e.g., through the use of primary documents, case studies and debates) and critical thinking to explore history/social studies and ensure that all students have an opportunity to pursue challenging content knowledge and learning experiences.

**VII. Civic Competence**

Social studies teachers promote civic competence, social concern and responsibility through real-world applications of history/social studies learning and they help their students to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.